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ABSTRACT

This document is the annual student satisfaction survey completed by Howard Community College students in 2002. The respondents came from all different class sections. The survey was sent out to 106 students and 99 replied, which is a 93% response rate. The majority of respondents had chosen HCC due to its close proximity to home (33%) and their main objective is to transfer to a four-year school (55%). A majority (77%) of students worked at least part time and 54% used financial aid. The following are some of the key findings of the survey: (1) the highest rated services includes admissions services, library, and HCC publications; (2) students felt most satisfied with class size, quality of instruction overall, and the attitude of faculty towards students; (3) the highest rated aspects of student life were athletic programs, college social life, and cultural arts activities; and (4) majority of students felt safe on campus (77%) and agreed that HCC is helping them prepare for transferring (70%). The lowest rated survey items included SGA, student E-mail (new), and parking for full-time students in order of importance. The document provides an overview of the previous year's survey results for comparison. (Contains 8 graphs and 10 tables.) (MZ)

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ED 481 527

Results of the 2002 YESS Survey

Howard Community College

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HOWARD COMMUNITY COLLEGE
You Can Get There From Here.

Results of the 2002 YESS SURVEY

ANNUAL SURVEY OF STUDENT SATISFACTION

Research Report Number 112 July 2002

Background

For over ten years, Howard Community College (HCC) has administered its Yearly Evaluation of Services by Students (YESS) Survey. The survey affords students the opportunity to rate their levels of satisfaction with college services, instruction, and other aspects of the campus environment and college life. The results of this survey are used to recognize units that are providing high quality service, to set goals for the coming year, to allocate resources, and to focus improvement activities.

Class sections are randomly chosen each spring to participate in the survey. Faculty members teaching those sections administer the survey in class or ask students to return it at a later class session. In the spring of 2002, 106 class sections were selected, and instructors in 99 returned completed surveys, for a section response rate of 93% - the best response rate in the YESS Survey's history. The number of students chosen to participate in the survey was 2454, and 1194 responded, for a student response rate of 49% - fully 11% more than last year, and the best student response rate to this survey ever. The 1194 YESS respondents represented 21% of the 5,633 students enrolled at HCC in the spring of 2002. The respondent sample is large enough so that results of the survey can be generalized to the student body for spring 2002 with a 95% confidence level and within a 3% margin of error.

Student Characteristics	*YESS 2002* (1194)	*All Spring Students* (5633)
Female	61%	59%
19 & younger	34%	28%
20 – 25 years old	35%	29%
White	59%	60%
African American/Black	17%	19%
Full-time student	47%	30%
Income under $30,000	31%	NA
Income over $100,000	33%	NA
Employed full time	33%	NA
Employed part time	43%	NA

The Survey Respondents

The respondents to this year's YESS Survey were similar to all students enrolled in the spring semester. There were, however, higher proportions of young and full-time students among the respondents than among all students.

The annual YESS Survey is valuable for obtaining data on students' income and employment status, since that is not collected elsewhere. Interestingly, the proportions in the highest and lowest income groups last year made up about a-fourth of all respondents. This year the figures for both those groups rose and now approximate a third each (30% and 33%). There was a decline in the proportion of students working full time: down 7% from last year to 33%. There was a corresponding 4% increase in the proportion working part time: now at 43%.

Primary reasons for choosing HCC:

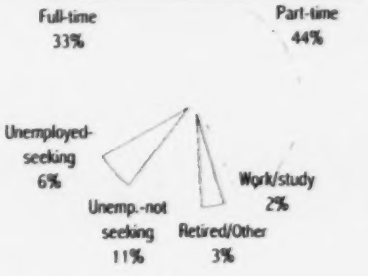
Proximity to home	33%
Affordability	20%
Quality of Education	13%
Ease of transferring	10%

Primary goals in attending HCC:

Transfer to four-year school	55%
Obtain an AA degree	30%

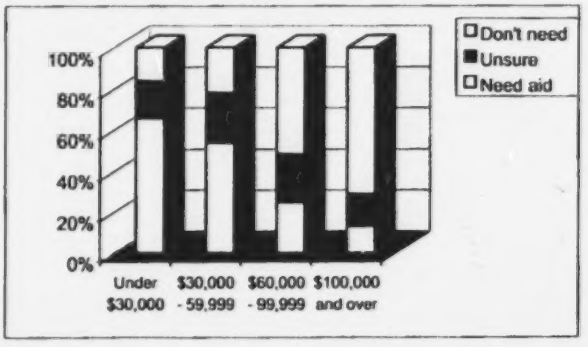
Just over half of the respondents (52%) had been at HCC for three or more semesters at the time of the survey, and 47% were full-time students. Two-thirds took classes during the day, and almost half (48%) reported GPAs of 3.0 or higher.

Employment Status of 2002 YESS Survey Respondents



Students were asked about their need for financial aid to meet their college expenses. Over half (54%) reported that they need aid, and of that number, 28% are already getting it. Thirty-one percent of the students have household incomes under $30,000 and 33% have household incomes over $100,000.

Need for Financial Aid Within Different Income Categories



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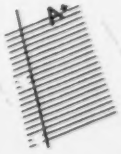
Students rate college services

Ratings are given on the YESS Survey for 21 college services on a five-point scale ranging from "Very satisfied" (5) to "Very dissatisfied" (1). (There is also an "Unaware of" option that is not used in calculating means or percentages satisfied.) The highest rated services, all with ratings of 3.70 or over, are shown on the table below. (See full table set for all service ratings at: www.howardcc.edu/hcc/plan&eval/yess2002tab.pdf) The percent satisfied shown on the table indicates those respondents who gave ratings of four or five.

HIGHEST RATED SERVICES		
☆☆☆☆☆ Services (3.63 Overall)	Mean	% Satisfied
Admissions services	4.04	81%
Library	4.01	77%
HCC publications	3.88	72%
Bookstore	3.84	72%
Registration: in-person	3.83	69%
HCC Web site	3.81	69%
Test Center	3.75	66%
Welcome Center	3.75	61%
Learning Assistance Center	3.73	58%
Telephone registration	3.72	61%



While there has been some shifting, the list of highest rated services on the 2002 YESS Survey has been remarkably stable over the past few years. This year, *Admissions services* maintained its top ranking, and that unit and *The Library* were the only units rated over 4.00 with more than three-quarters of respondents satisfied. It should be noted the satisfied ratings are not meant to imply that the remaining students are dissatisfied, since the "neutral" or "3" rating often accounts for a substantial percentage of respondents. *Telephone registration,* which was second last year, moved to tenth, with a 0.29 change in ratings. This year's ratings on services were generally lower than last year's. Of the 19 items that were in this section of the survey both years, 16 went down. While most changes were slight, four that declined by more than 0.10 were: *Telephone registration, Parking, Financial Aid amount, and HCC Publications.* One service area that increased more than 0.10 was *Financial Aid: helpfulness of counselors.* For the whole services section of the survey, the overall rating was 3.65, down from 3.72 last year.

On this year's survey, there were five services that were rated below 3.50: *Security (3.45), Cafeteria (3.42), Children's Learning Center (3.42), Financial Aid amount (3.36),* and *Parking (2.60).*

In any discussion of service to students, an important consideration is the proportion of students who are unaware of a service. For the purpose of calculating the means cited above, this rating is not used; yet it may be instructive to know the areas of which students were not aware. Services for which more than a quarter of respondents said they were "unaware" were: *Children's Learning Center, Financial Aid: amount of aid received, Learning Assistance Center, Financial Aid: helpfulness of counselors, Orientation for new students,* and *Website registration.*

On the other hand, the highest levels of awareness, each with 5% or fewer of students saying they were "unaware of" that service were: *Library, Cashier's Office, Publications, HCC's Web page, Parking, the Bookstore,* and *Admissions.*

Student ratings on instructional topics

There are 12 items on the YESS Survey that deal with instructional topics. This year, as in the past, all were rated above 3.50, as shown in the following table. *Class Size* is again the item with which students exhibit the highest level of satisfaction. *Quality of instruction overall, Attitude of faculty towards student.,* and *Quality of computer services* were also highly rated.

STUDENTS' RATINGS ON INSTRUCTIONAL TOPICS		
Survey Items (3.86 Overall)	Mean	% Satisfied
Class size	4.04	79%
Quality of instruction overall	3.96	78%
Attitude of faculty toward students	3.94	73%
Quality of computer services	3.92	73%
Availability/helpfulness of faculty	3.91	71%
Quality of labs	3.88	72%
Quality of instruction in major	3.85	70%
Diversity in curriculum	3.82	70%
Academic advice/assistance	3.81	67%
Access to up-to-date technology	3.80	66%
Academic support: counseling	3.74	61%
Availability of courses: time/place	3.59	60%

Two of the 12 instructional topics had higher ratings this year than last: *Academic advice/assistance,* and *Academic support: counseling.* Indicative of the generally lower ratings on this year's survey is the overall rating on this section at 3.86 compared to last year's 3.93. As was true last year, the only item with greater than 10% dissatisfaction was *Availability of courses at a convenient time/place* at 15%. No other item in this section had a dissatisfaction level over 5%.

Student Life

On this year's survey students were asked to rate their level of involvement in ten aspects of student life, then to rate the importance and their satisfaction with each. The majority of respondents chose "low" involvement and their ratings were considerably lower on both the importance and satisfaction for each item (see full set of tables). The importance and satisfaction ratings (both on five-point, high-to-low scales) are shown in the table below for those who said their levels of involvement were high or medium. In most cases, a third or less of the respondents claimed to be involved. Only two of the 10 items received importance ratings over 3.50. The item with both the highest importance and satisfaction rating was *Sports/athletic programs.*

RATINGS ON STUDENT LIFE		
Survey Items (2.75 Overall –includes all levels of involvement)	Mean Ratings (High & Medium Involvement)	
	Importance	Satisfaction
Sports/athletic programs	3.72	3.50
College social life	3.48	3.46
Cultural arts activities	3.43	3.45
Student E-mail (new service)	3.34	3.40
Student Government Association	3.33	3.39
Student clubs	3.44	3.36
Student newspaper	3.35	3.35
Physical Education facility	3.69	3.28
Galley/food service	3.49	3.26
Block time	3.18	3.23

When all respondents are considered, including those with low involvement, the dissatisfaction levels (ratings of one or two) were between 28% and 37% for all the items in this section of the survey, while satisfaction (ratings of four or five) ranged from 16% to 28%.

Students rate their HCC experience

On the section of the survey called *Your HCC Experience*, students rated thirteen items. These ratings and satisfaction levels are shown in the table below. For all items satisfaction ratings were above 3.50. Only two items had dissatisfaction levels over 10%: *Your Reading/English placement test scores accurately reflect your skill level* and *Your Math placement test scores accurately reflect your skill level.*

Your HCC Experience		
Survey Items (3.83 Overall)	***Mean***	***%Satisfied***
You feel safe on campus	4.01	77%
You feel welcome on campus	3.97	74%
HCC is helping you meet goals	3.94	74%
Overall climate of diversity	3.93	72%
HCC is preparing you for transfer	3.91	70%
Receiving an excellent education	3.88	70%
HCC has met your expectations	3.88	70%
Condition of buildings/grounds	3.83	71%
HCC is preparing you for a career	3.78	64%
Attitude of HCC employees	3.75	65%
Problem-solving skills have improved	3.72	62%
Reading/English test reflects level	3.66	62%
Math test scores reflect your level	3.50	53%

With these relatively high ratings on this section of the survey, it can be said that for the most part, students feel safe and welcome at HCC. They also feel they are being helped to meet their goals, are being prepared for transfer and a career, and are getting an excellent education.

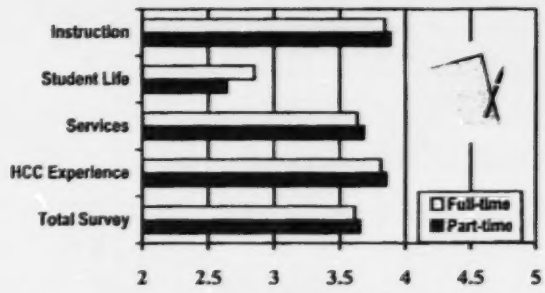
Differences in ratings between part-time and full-time students

Although on previous surveys part-time students tended to be more positive than full-time students, on this year's survey full-timers gave higher ratings to 33 of the 56 items on the survey. Yet part-time students gave seven items ratings of 4.00 or higher, compared to four items over 4.00 for full-timers. Across all sections of the survey there were 21 areas in which there were significant differences in ratings between full- and part-time students. The highest and lowest rated areas by each group are shown below.

Full-time Students	Part-time Students
Highest Rated Survey Items	
Class size	Admissions services
You feel safe on campus	Library
Admissions services	Class size
Library	Overall Quality of Instruction
Lowest Rated Survey Items	
SGA	Student clubs
Student E-mail (new)	SGA
Parking	Student E-mail (new service)

When overall ratings between part- and full-time students are compared for each major section of the survey, it is seen that part-time students were more positive in their ratings than full-timers on every section of the survey. In the section on *Student Life*, full-time students gave all items higher ratings.

Mean Survey Section Ratings by Enrollment

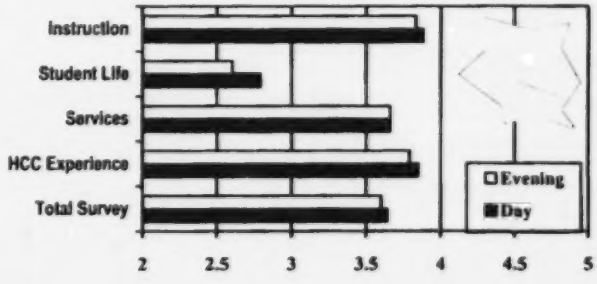


Differences between day and evening students

Day students rated 42 of the 56 survey items higher than did evening students, and for 23 of those items the difference was 0.10 or greater. Across all sections of the survey, there were 13 areas of significant difference between day and evening students, with the greatest differences in the *Student Life* section of the survey.

Day Students	Evening Students
Highest Rated Survey Items	
Class size	Admissions services
You feel safe on campus	Library
Admissions services	Class size
Library	
Lowest Rated Survey Items	
Student clubs	SGA
Student E-mail (new)	Sports/athletics
Parking	PE Facility

Mean Survey Section Ratings by Schedule



Differences in ratings by racial/ethnic group

African American/Black students gave generally more positive ratings than either White or Asian students. Of the 56 items on the survey, African American/Black students gave higher ratings than the other two groups on 30 items, and White students gave the highest ratings on 17 items. Asian students, on the other hand, gave lower ratings than the other two groups on 30 items. African American/Black students gave the lowest ratings to the items in the *Student Life* section of the survey. As was noted earlier, ratings tend to be considerably higher for involved students (but numbers involved are lower), and that is true when ratings are further broken down by race.

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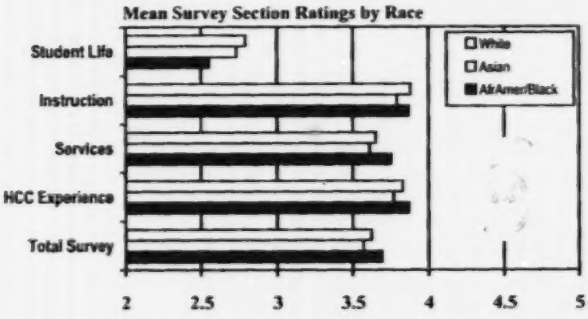
The very highest rating on the survey by any subgroup examined in detail is the 4.26 rating given to the *Library* by African American/Black students.

White Students	AfricanAmer./Black Students	Asian Students
Highest Rated Survey Items		
Class size	Library	Library
Admissions	Admissions	Admissions
Quality of instruction	Class size	Class size
Safety on campus	Climate of Diversity	Transfer preparation
Lowest Rated Survey Items		
SGA	Student Clubs	SGA
Student E-mail(new)	SGA	Student Clubs
Parking	Student newspaper	Student E-mail(new)

The overall ratings on the survey sections by race demonstrate the past pattern of ratings by the three groups, with African American/Black students giving the highest ratings and Asians the lowest. The exception to that pattern is for the section of the survey called *Student Life*, on which African American/Black students gave the lowest ratings. Of the ten items in this section, African American/Black students gave the lowest ratings to all, and all were well under 3.50.



Comparison to last year's YESS Survey ratings

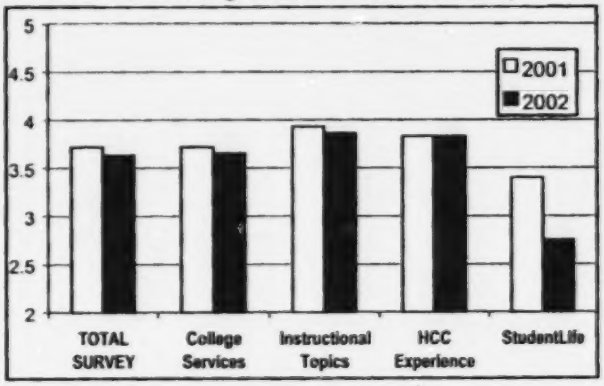
For the most part, YESS Survey ratings went down from 2001 to 2002. Of the 52 items on the survey for which satisfaction was rated both years, 39 declined – 17 by more than 0.10. Nine items declined by 0.25 or more between 2001 and 2002. Eight of those nine items were from the *Student Life* section of the survey. Of the 12 items that increased, five were by 0.10 or more.

CHANGES IN YESS RATINGS 2001-2002			
YESS Survey Items	Mean 2001	Mean 2002	Difference
GREATEST INCREASES			
Climate of diversity	3.66	3.93	0.27
Financial Aid: Helpfulness	3.40	3.54	0.14
Transfer preparation	3.80	3.91	0.11
Math scores reflect level	3.39	3.50	0.11
Buildings and grounds	3.73	3.83	0.10
GREATEST DECREASES			
Physical Ed Facility (Gym)	3.32	2.69	-0.63
Block time	3.30	2.68	-0.62
Cultural arts activities	3.43	2.85	-0.58
Student Government Assoc.	3.17	2.59	-0.58
Student clubs	3.15	2.62	-0.53
Student newspaper	3.18	2.66	-0.52

Conclusions

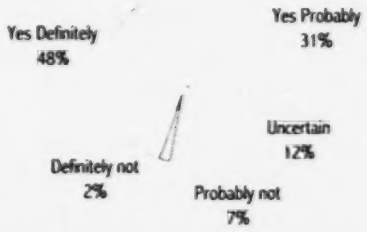
Generally speaking, the findings from this year's YESS Survey were positive. Of all the survey items on which satisfaction was rated, 41of the 56 items (73%) were rated 3.50 or above. The overall rating on the 56 items was 3.63. When the major sections of the survey are examined separately, it can be seen that the highest levels of satisfaction are with *Instructional Topics* and *Your HCC Experience*, which had overall ratings of 3.86 and 3.83, respectively. Students also gave a good overall rating to the section on *College Services*: 3.65. Only one area on the survey, *Student Life*, had an overall rating below 3.50, a decline of 0.65 from last year. This section of the survey was re-formatted this year, and it is plausible that this had some effect on the ratings. As was mentioned earlier, when the ratings in that section of the survey are broken down by level of use, users had significantly higher ratings than non-users. Indeed, when the 40 respondents who said they were users of each of the items in this section are examined separately, their overall mean rating for the *Student Life* section is 3.47.

Overall Ratings on the Sections of the YESS Survey



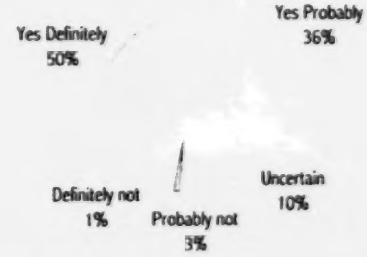
Respondents to the 2002 YESS Survey were asked if they would enroll again at HCC, and 79% said they definitely or probably would.

If you had it to do over again, would you enroll at HCC?



When asked if they would recommend HCC to their friends or relatives, 85% of the respondents replied positively.

Would you recommend HCC to your friends or relatives?



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Examining mean ratings on a five-point scale is one way of understanding student satisfaction, and at HCC we customarily regard ratings under 3.50 as signaling a need for further scrutiny. Often, the sub-group analysis points to a direction for remediation. Using the same five-point scale and looking at the proportions of respondents who are satisfied or dissatisfied also provides valuable information. On the table below, the "Satisfied" designation combines the fours and fives on the scale, while the "Dissatisfied" combines the ones and twos.

HIGHEST PERCENT SATISFIED	
Admissions services	81%
Class size	79%
Quality of instruction overall	78%
Library	77%
You feel safe on campus	77%
You feel welcome on campus	74%
HCC is helping you meet your goals	74%
Quality of computer services	73%
Attitude of faculty towards students	73%
Bookstore	72%
Quality of labs	72%
HCC Publications	72%
Overall climate of diversity	72%
Condition of buildings/grounds	71%
Availability/helpfulness of faculty	71%
Receiving an excellent education at HCC	70%
HCC has met your expectations	70%
Quality of instruction in major	70%
HIGHEST PERCENT DISSATISFIED	
Parking accommodations	48%
New Campus Cruiser E-mail account	37%
Student Government Association	35%
Student clubs	35%
Physical Education facility (Gym)	33%
Student newspaper	33%
Block time	33%
Galley/food service	32%
Sports/athletic programs	32%
Cultural arts activities	28%
College social life	28%
Financial Aid Services: amount of aid	15%
Math test scores reflect your level	15%
Availability of courses: convenient time/place	15%

Two years ago there were 15 areas with satisfaction levels of 75% or higher, last year there were 12, and this year there are five. Two years ago there were11 areas with dissatisfaction rates of 10% or higher, last year there were 14, and this year there are 18. Whether these figures indicate a trend or a temporary fluctuation in the data remains to be seen.

As clearly articulated in HCC's vision and mission statements, students are the college's most important stakeholders. Enabling student learning and maintaining high levels of student satisfaction are goals that permeate all activities of the college. This YESS Survey is one means of measuring progress toward those goals.

Item	Rank	YESS 2002 SURVEY ITEMS	MEAN
1	1	**Admissions services**	**4.04**
2	1	**Class size**	**4.04**
3	2	**Library**	**4.01**
4	2	**You feel safe on campus**	**4.01**
5	3	**You feel welcome**	**3.97**
6	4	**Quality of instruction overall**	**3.96**
7	5	Attitude of faculty	3.94
8	5	HCC is helping you meet goals	3.94
9	6	Overall climate of diversity	3.93
10	7	Quality of computer services	3.92
11	8	Preparation for transfer	3.91
12	8	Availability/helpfulness of faculty	3.91
13	9	HCC publications	3.88
14	9	Receiving an excellent education	3.88
15	9	Quality of labs	3.88
16	9	HCC has met your expectations	3.88
17	10	Quality of instruction in major	3.85
18	10	Bookstore	3.84
19	11	Registration: in-person	3.83
20	11	Condition of buildings/grounds	3.83
21	12	Diversity in the curriculum	3.82
22	13	Academic advice/assistance	3.81
23	13	HCC's web site	3.81
24	14	Test Center	3.81
25	15	Access to up-to-date technology	3.80
26	16	Career preparation	3.78
27	17	Welcome Center	3.75
28	17	Attitude of HCC employees	3.75
29	18	Academic support: counseling	3.74
30	19	Learning Assistance Center	3.73
31	20	Problem-solving skills improved	3.72
32	20	Registration: telephone	3.72
33	21	Cashier's Office: helpfulness	3.69
34	22	Reading/English placement	3.66
35	23	Tuition/fee payment procedures	3.65
36	24	Career & job counseling	3.61
37	25	Orientation for new students	3.59
38	25	Availability of courses: time/place	3.59
39	26	Registration: website	3.58
40	27	Financial Aid: helpfulness	3.54
41	28	Math placement	3.50
42	29	Security services	3.45
43	30	Galley (Cafeteria)	3.42
44	30	Children's Learning Center	3.42
45	31	Financial Aid: amount of aid	3.36
46	32	College social life	2.90
47	33	Cultural arts activities	2.85
48	34	Galley/food service	2.78
49	35	Sports/athletic programs	2.71
50	36	Physical Education facility (Gym)	2.69
51	37	Block time (Tues.12:30-2:00)	2.68
52	38	Student newspaper	2.66
53	39	Student clubs	2.61
54	40	Parking accommodations	2.60
55	41	Student Government Association	2.59
56	42	Student E-mail (new service)	2.56

Note: "Unaware of" responses were not calculated in these means.

[To make inquiries about this report or to request a set of tables with detailed ratings from the 2002 YESS Survey, please contact Barbara Liverato, Office of Planning, Research, and Organizational Development, Howard Community College, by phone at 410-772-4707 or by E-mail at Blivierato@howardcc.edu]

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